



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

Key Components and Considerations in Designing a Comprehensive Evaluation System: A Practical Guide

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Arizona Educator Evaluation Summit

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Overview of Presentation

- Tonight:
 - Status of teacher evaluation
 - Components of a comprehensive evaluation system
 - TQ Center resources
- Tomorrow
 - Alternate measures to evaluate teacher performance
 - TQ Center resources

Why examine educator effectiveness?

The research and data are clear—teacher quality is the single most important variable impacting student achievement (Rivkin, Hanushek & Kain, 2005; Rockoff, 2004).

“Everything else—educational standards, testing, class size, greater accountability is background...” (Gordon, Kane and Staiger, 2006).

Why focus on educator effectiveness?

On average, non-tenured teachers are evaluated twice a year and tenured teachers once every three to five years (Brandt et al., 2007).

59% of teachers report that there are a few teachers in their building who “fail to do a good job and are simply going through the motions”; 18% report that there are more than a few of such teachers (Public Agenda & Learning Point Associates, 2009).

Teacher Evaluation Systems

*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE
TEACHING AND
LEARNING**

Arizona Framework for Measuring Educator Effectiveness

- Enhance and improve student learning
- Use the evaluation process to improve performance
- Communicate clearly defined expectations
- Create a culture where data drives instructional decisions

Defining Effective Teachers

- “Highly qualified teacher” status:
 - Bachelor’s degree
 - Full state certification
 - Demonstrated knowledge of assigned subject(s)
- “Highly effective teacher” status
 - Student academic growth
 - Other measures

Defining Effective Teachers

- What do teachers do?
 - What are their primary duties or responsibilities?
- Which of those responsibilities should be included in an evaluation system?
 - For which of these duties or responsibilities should they be held accountable?

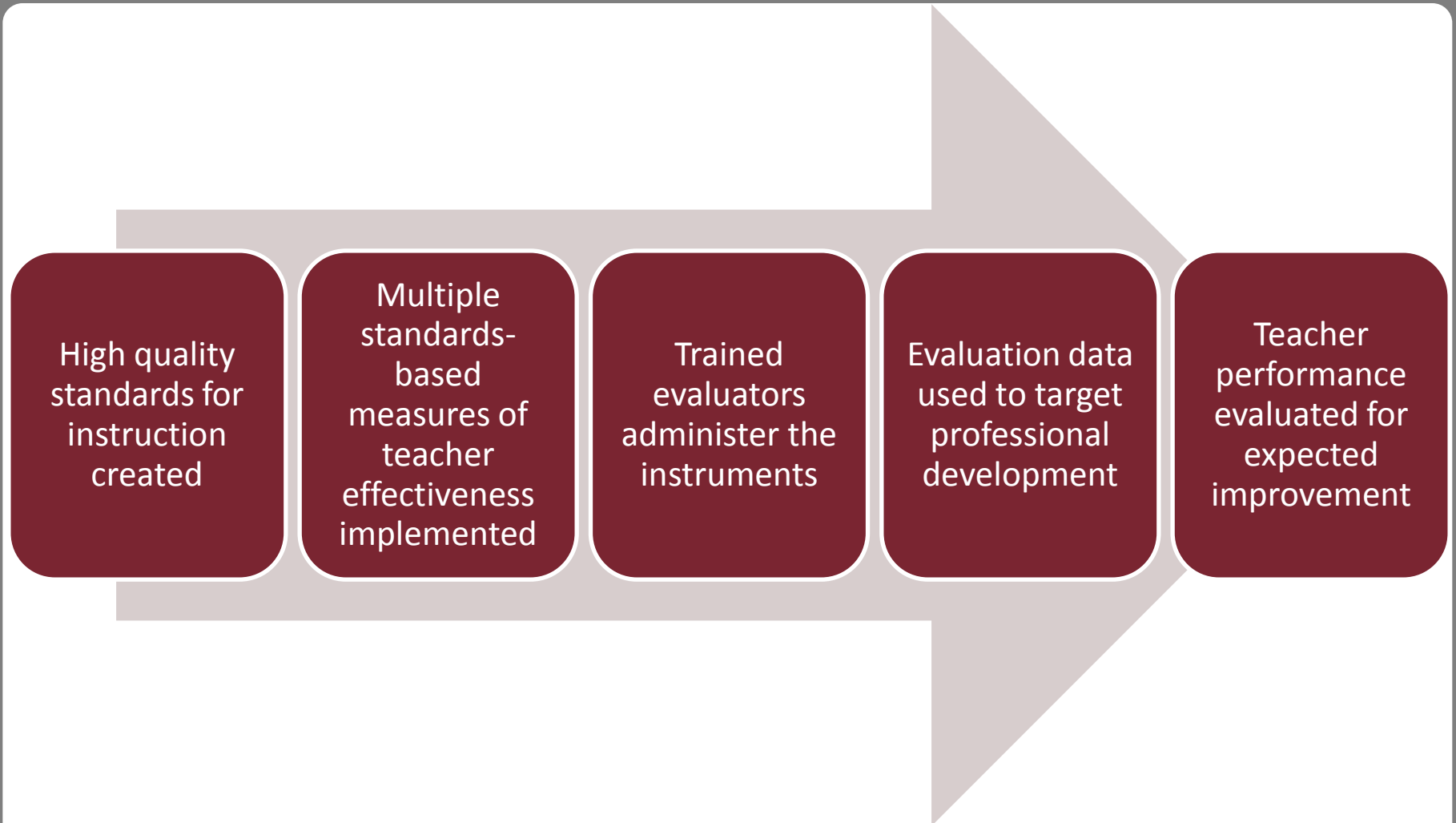
U.S. DOE Priority

- Method for determining and identifying effective and highly effective teachers
 - must include multiple measures
 - Effectiveness evaluated, in significant part, on the basis of student growth
 - supplemental measures may include, e.g. multiple observation based instruments

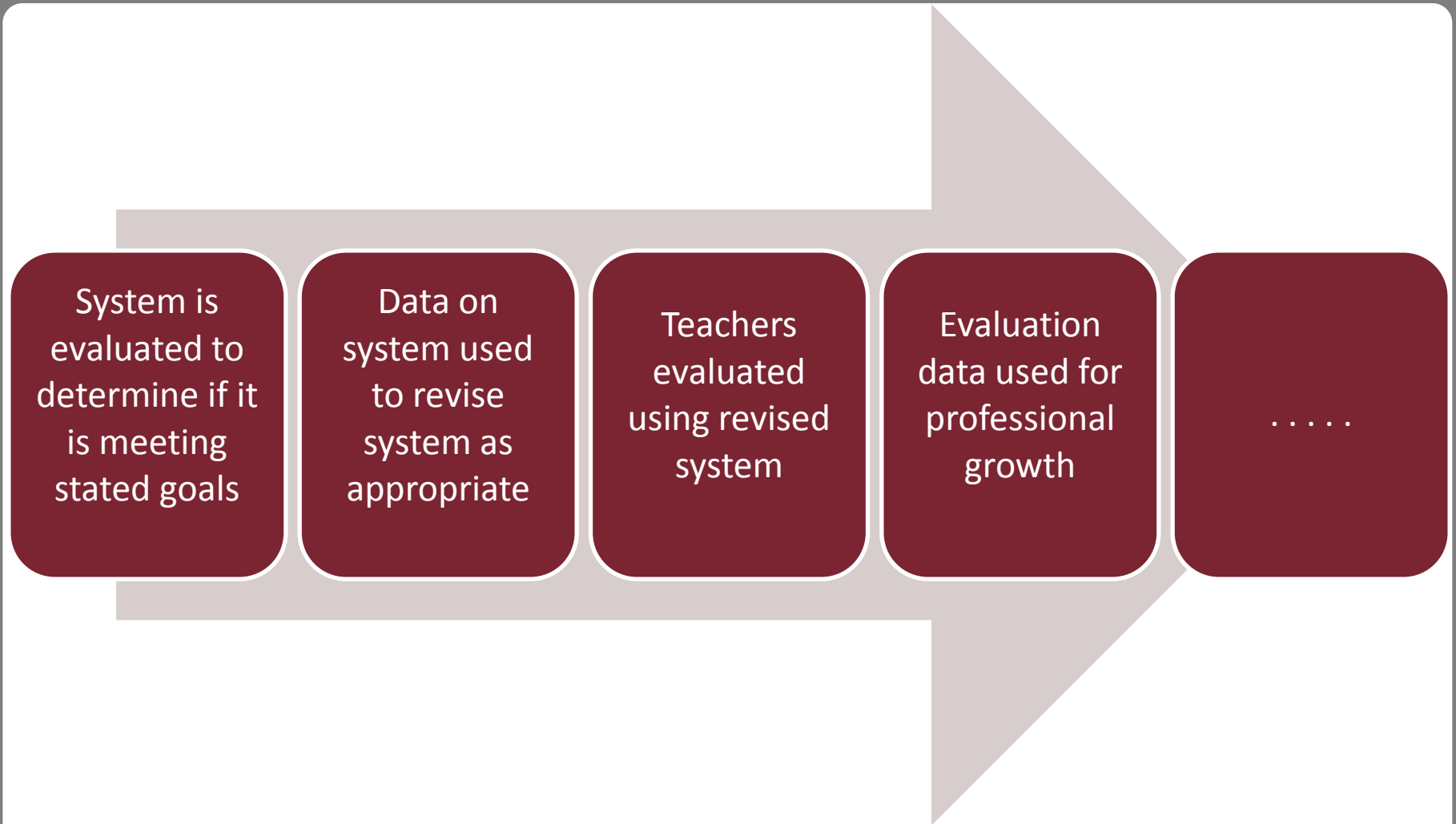
Trends in Teacher Evaluation

- Policy is way ahead of the research in teacher evaluation measures and models
- Inclusion of student achievement growth data represents a huge “culture shift” in evaluation
- Focus on models and measures that may help districts/schools/teachers improve performance

Teacher Evaluation System for Improving Performance



Teacher Evaluation System for Improving Performance



Accountability vs. Professional Growth

- **Effective evaluation for accountability relies on:**
 - Clearly defined and communicated standards for performance
 - Quality tools for measuring and differentiating performance
 - Evidence to make decisions

Accountability vs. Professional Growth

- **Effective evaluation for professional growth relies on:**
 - Clearly defined and communicated standards for performance
 - Quality tools for measuring and differentiating performance
 - Evidence to make decisions
- **Effective evaluation can be a form of professional development**

Essential Components of the Design Process

- **Component 1:** Specifying Evaluation System Goals
- **Component 2:** Securing and Sustaining Stakeholder Investment and Cultivating a Strategic Communication Plan
- **Component 3:** Selecting Measures
- **Component 4:** Determining the Structure of the Evaluation System
- **Component 5:** Selecting and Training Evaluators
- **Component 6:** Ensuring Data Integrity and Transparency
- **Component 7:** Using Teacher Evaluation Results
- **Component 8:** Evaluating the System

Specifying Evaluation System Goals

- Have the goals and purposes of the evaluation system been determined?
- Are the goals explicit, well-defined and clearly articulated?
- Have the goals been aligned to the state strategic plan or other teacher reform initiatives?

Specifying Evaluation System Goals

- Tendency to oversimplify this step
- Purpose should drive all decisions regarding
 - measurement selection and weight
 - evaluation format (e.g. frequency of observations, pre-post observation conferences)
 - data collection needs
- Higher stakes point to measures that are technically defensible (e.g. valid & reliable)
- Improved teacher capacity point to measures that identify effective teaching practices

Team Activity

What Is The Purpose?

As a team, determine **5** key purposes that best describe the goals of the teacher evaluation system.

Take Five!

Aligning Purpose(s) and Measures

Purpose of Evaluation of Teacher Effectiveness	Growth Models	Classroom Observation	Analysis of Artifacts	Portfolios	Teacher Self-Reports	Student/Parent Ratings	Other
Determine whether a teacher's students are meeting achievement growth expectations.	✓		✓				
Gather evidence for making contract renewal and tenure decisions.	✓	✓					
Determine the types of assistance and support a struggling teacher may need.	✓	✓	✓		✓	✓	
Determine whether a teacher's performance qualifies him or her for additional compensation or incentive pay (rewards).	✓	✓					
Gather information on a teacher's ability to work collaboratively with colleagues.		✓		✓	✓		✓
Determine how students and parents perceive a teacher's instructional efforts.				✓		✓	

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Securing and Sustaining Stakeholder Engagement and Communication

- Why does it matter?
 - Increases likelihood of successful implementation and perception of system as responsive, useful and fair
 - Necessitates clarification of goals and terms
- Who should be included?
 - Individuals instrumental in teacher system support and decision-making
- How should they be included?
 - Communication plan and activities will vary depending on stakeholder role and responsibilities

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Selecting Measures

- Evidence of *growth in student learning and competency*
 - Standardized tests
 - Student performance (art, music, etc.)
 - Curriculum-based tests
- Evidence of *instructional quality*
 - Classroom observations
 - Lesson plans, assignments, and student work
 - Student surveys such as Harvard's Tripod
 - Portfolio/Evidence Binder
- Evidence of *professional responsibility*
 - Administrator/supervisor reports
 - Parent surveys

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Structure of the Evaluation System

- Frequency of Evaluation
 - Different methods
 - Different teachers
- Performance Levels
 - Number
 - “Cut” score
- Weighting of Measures

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Selecting and Training Evaluators

- Clear directions for conducting observations and assigning scores
- Checks for inter-rater reliability
- Steps to minimize rater bias
 - Select tools that are standardized
 - Reliability across raters
 - Rotate observers
 - Random assignment
 - Two or more observers

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Data Integrity and Transparency

- Ability to link student and teacher data
- Process to validate data
- Determination of how data will be reported and used

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Using Evaluation Results

- Important to consider what different levels of performance might “trigger”
 - Rewards, recognition, advancement, tenure, etc. for highest performance (level 4)
 - Recognition, encouragement (level 3)
 - Examination of evidence, diagnosis of performance and outcomes, support, improvement plan (level 2)
 - Examination of evidence, diagnosis of performance and outcomes, improvement plan, intensive supervision and assistance, loss of tenure, and/or dismissal for lowest performance (level 1)
-

Using Evaluation Results – Making Decisions

- Requirements for advancement
- Options if requirements for advancement not met
- Requirements and options available within level or tier

Using Evaluation Results – Making Decisions

	Initial Certification	Standard Certificate	Master/Advanced Certificate
Requirements for advancement to next level	<ul style="list-style-type: none"> • Complete required PD • Receive minimum “Effective” rating for years 2 & 3 	<ul style="list-style-type: none"> • Completion of IPDP • Receive minimum “Effective” rating for 4 of 5 years, including the 2 consecutive years prior to potential advancement 	<ul style="list-style-type: none"> • Because no level beyond Professional Certificate, the below requirements apply to retention • Ongoing completion of IPDP • Does not receive rating of “In-effective” for more than 2 or 3 consecutive years
Options if requirements for advancement not met	<ul style="list-style-type: none"> • If minimum “Effective” rating not received for years 2 & 3, remain at initial level • If minimum “Effective” rating not received for 2 consecutive years within first 4 years of practice, ? 	<ul style="list-style-type: none"> • If minimum “Effective” rating for 4 of 5 years including the 2 consecutive years prior to potential advancement not received, remain at Standard level • If minimum “Effective” rating for 4 of 5 years, including the 2 consecutive years prior to potential advancement not received within 5 years of practice at Standard level, move to initial 	<ul style="list-style-type: none"> • If rating of “in-effective” received for more than 2 consecutive years or more than 3 of 5 consecutive years; move to standard
For consideration: Requirements and career options available within tier	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • To become mentor teacher: receive “highly effective” rating for 2 consecutive years (potentially eligible to become a mentor after 2 years at Standard level) • Eligibility for hard-to-staff school (within or outside of district of employment): rating of “Effective” for previous year 	<ul style="list-style-type: none"> • To become mentor teacher: receive “highly effective” rating for 2 consecutive years • Eligibility for hard-to-staff school (within or outside of district of employment): rating of “Effective” for previous year

Using Evaluation Results – Development and Support

- Different approach; not looking at “absolute gains”
- Requires ability to determine and/or link student outcomes to what likely happened *instructionally*
- Requires ability to “diagnose” instruction and recommend/and or provide appropriate professional growth opportunities
 - Individual coaching/feedback on instruction
 - Observing “master teachers”
 - Group professional development (when several teachers have similar needs)

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Evaluating the System

- Have the goals of the system been clearly established?
 - Teacher performance
 - Student growth
 - Stakeholder support
- Has a process been developed to determine if the goals are being met?



NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

A Tool to Assist in the
Development of Teacher
Evaluation Systems

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MAY 2011



Practical Guide to Designing Comprehensive Teacher Evaluation Systems

- Developed in response to technical assistance request to...
 - Provide explicit guidance in the design process (e.g. tell us what to do!)
 - Highlight practical examples (e.g. what are other states/districts doing?)
- Guide's creation driven by TQ Center support of RCCs and SEAs
 - Listened to barriers/challenges
 - Noted successes

Practical Guide to Designing Comprehensive Teacher Evaluation Systems

- The Practical Guide is designed to facilitate the decision making process within the state, district, and school's:
 - Culture (stakeholder buy-in, union collaboration, etc.)
 - Resources
 - Leadership
- The Practical Guide includes discussion of:
 - Factors influencing teacher evaluation reform
 - Approaches to balancing state accountability and district autonomy
 - Eight components essential to design and implementation

Practical Guide to Designing Comprehensive Teacher Evaluation Systems

The screenshot shows the website of the National Comprehensive Center for Teacher Quality. The header features the center's logo and name. A search bar is located in the top right. On the left, there is a sidebar with a 'FILTER BY TOPIC' dropdown set to 'All', a 'KEYWORD' search box, and a list of navigation links: Home, About Us, TQ Connection, Technical Assistance Toolbox, ARRA Resources, Events/Webcasts, TQ Resources, Interactive Tools, Comprehensive System of Support, and a map of the United States. The main content area is titled 'A Practical Guide to Designing Comprehensive Teacher Evaluation Systems'. It includes a paragraph about building better teacher evaluation systems and a list of key resources. A red arrow points from the 'TQ Resources' link in the sidebar to the resource list. On the right, there is a 'Home' button and a list of eight topics: 1. Evaluation System Goals, 2. Stakeholder Investment & Communication Plan, 3. Selecting Measures, 4. System Structure, 5. Evaluators, 6. Data Integrity, 7. Using Results, and 8. System Evaluation.

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Comprehensive
System of Support

A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

Across the nation, states and districts are in the process of building better teacher evaluation systems that not only identify highly effective teachers but also systematically provide data and feedback that can be used to improve teacher practice.

This site compiles key resources to support these efforts, found not only on the TQ Center website but other national websites as well. Key resources include the following:

- Our new downloadable guide: [A Practical Guide to Designing Comprehensive Teacher Evaluation Systems](#)
- **Overviews** of eight key components of teacher evaluation systems.
- **Interactive guides** to key questions to consider when designing teacher evaluation systems.
- **Resources** to support development.
- **Selected links** to our [Teacher Evaluation Models in Practice](#) website featuring expert panel reviews of real-life teacher evaluation systems. These include the following:
 - Reviews per key component of approaches taken in practice.
 - Resources per key component used by districts in practice.

Home

1. Evaluation System Goals
2. Stakeholder Investment & Communication Plan
3. Selecting Measures
4. System Structure
5. Evaluators
6. Data Integrity
7. Using Results
8. System Evaluation

<http://www.tqsource.org/practicalGuide/>

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Key Components and Considerations for Teacher Evaluation Systems

Questions?



NATIONAL COMPREHENSIVE CENTER
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